

EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education & Children’s Services
Section	Resources & Performance
Title of the activity etc.	Review of Posts Across Education & Children’s Services
Aims of the activity	This would reduce the number of ‘central’ posts, both teaching and LG as vacancies arise. Recruitment will be deferred or posts will not be filled to meet budget savings. This will be considered on a post-by-post basis to minimise impact on service delivery, and will be considered in context of local and national policies/priorities.
Author(s) & Title(s)	Head of Resources & Performance

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Budget Monitoring Information Benchmarking (internally and externally) Workshops with establishments/stakeholders to consider service standards
Internal consultation with staff and other services affected.	General communication Workshops Team meetings PHTC/ASHTA as appropriate
External consultation (partner organisations, community groups, and councils).	No specific consultation planned, but will be undertaken where appropriate.
External data (census, available statistics).	Informal benchmarking data via ADES Resources Network.

Other (general information as appropriate).	
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Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	N/A

Stage 4: Measures to fill the evidence gaps.		
What measures will be taken to fill the information gaps before the activity is implemented? These should be included in the action plan at the back of this form.	Measures:	Timescale:

Stage 5: Are there potential impacts on protected groups? Please complete for each protected group by inserting "yes" in the applicable box/boxes below.				
	Positive	Negative	Neutral	Unknown
Age – Younger			√	
Age – Older			√	
Disability			√	
Race – (includes Gypsy Travellers)			√	
Religion or Belief			√	
Gender – male/female			√	
Pregnancy and maternity			√	
Sexual orientation – (includes Lesbian/ Gay/Bisexual)			√	

Gender reassignment – (includes Transgender)			√	
Marriage and Civil Partnership			√	

Stage 6: What are the positive and negative impacts?

Impacts.	Positive (describe the impact for each of the protected characteristics affected)	Negative (describe the impact for each of the protected characteristics affected)
Please detail the potential positive and/or negative impacts on those with protected characteristics you have highlighted above. Detail the impacts and describe those affected.		

Stage 7: Have any of the affected groups been consulted?

If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?	No
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	Mitigating Steps	Timescale
These should be included in any action plan at the back of this form.		

Stage 9: What steps can be taken to promote good relations between various groups?	
These should be included in the action plan.	Clear, open communication Precise literature and timely consultation A well-constructed communications programme

Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?	
N/A	

Stage 11: What equality monitoring arrangements will be put in place?	
These should be included in any action plan (for example customer satisfaction questionnaires).	Consultation with Trade Unions Continued consultation with Head Teachers via ASHTA/PHTC Consultation with parents via newsletters and information evenings

Stage 12: What is the outcome of the Assessment?		
Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	Reduction in number of staff will be managed to ensure priorities are maintained. There may be some relatively low tasks which are delayed, but this will not impact on equality.	
	2	Negative Impacts have been identified, these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.
	3	The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen

* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.

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Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	Resources & Performance		
	2) Title of Policy/Activity	Review of Posts Across Education & Children's Services		
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Craig Clement Position: Head of Resources and Performance Date: January 2017 Signature:	Name: Position: Head of Service Date: Signature:	
		Name: Position: Date: Signature:	Name: Position: Date: Signature:	
	4) Consultation with Service Manager	Name: Date:		
	5) Authorisation by Director or Head of Service	Name: Maria Walker Position: Director (Education & Children's Services Date:	Name: Position: Date:	
	6) If the EIA relates to a matter that has to go before a Committee, Committee report author sends the Committee Report and this form, and any supporting assessment documents, to the Officers responsible for monitoring and the Committee Officer of the relevant Committee. E.g. Social Work and Housing Committee.			Date:
	7) EIA author sends a copy of the finalised form to: eia@abdnshire			Date:
(Equalities team to complete) Has the completed form been published on the website? YES/NO			Date:	

